

ORTHOGRAPHY AND PENMANSHIP

THE FACTS CONDENSED

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BY

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ORTHOGRAPHY AND PENMANSHIP

PART I

DICTIONARY OF ORTHOGRAPHY

Remark—This part is to be used for reference in the study of Part II.

Accent is a greater stress of voice placed upon one syllable of a word than upon the rest.

Affix—A prefix or a suffix. Ex. **un-kind-ly**.

Antonyms—Words of opposite meaning. Example: vice, virtue.

Aspirates—Mere whispers produced without vibration of the vocal chords. Example, the sounds of f, k, q, s, t.

Articulation is distinctness of utterance.

Articulating Organs—Lips, teeth, tongue, palate, and nasal passages.

Artificial Language is a method of communicating thought by means of elementary sounds or letters.

Coalescent—A consonant sound preceding and uniting with a vowel sound.

Cognate letters are those whose sounds are produced by the same organs of speech in a similar position. Ex. d, t; f, v.

Cognate sounds are those produced by the same organs of speech in a similar position.

Common Accent is that given in the ordinary pronunciation of a word.

Compound word—A word made up of two or more simple words. Ex. truth-teller.

Consonant—A letter representing a sound modified and obstructed by the organs of speech.

Consonant combination—The union of two or more consonants to represent one sound. Ex. **th**, **wh**.

Dentals represent sounds modified by the teeth. They are **j**, **s**, **sh**, **ch**, **zh**, **c** soft, and **g** soft.

Derivative words—Those formed by adding affixes to root words; as, manly, unlike.

Digraph—The union of two vowels in one syllable one of which is silent. Ex. **fear**.

Diphthong—The union of two vowels in one syllable, both of which are sounded. They are **oi**, **oy**, **ou**, and **ow**.

Discriminative accent is that given to different words of the same spelling to distinguish different parts of speech; as, **cem-ent**, **ce-ment**; **in-val-id**, **in-va-lid**.

Dissyllable—A word of two syllables.

Elementary sound—A simple sound that can not be separated into two or more sounds. They are **vocals** (18), **subvocals** (15), and **aspirates**, (10).

Guttural—An articulate sound modified by the soft palate.

Homophones—Words pronounced the same but spelled differently. Ex. gait, gate.

Labials represent sounds modified by the lips. They are, b, f, m, p, v, w, and wh.

Letter—A character used to represent one or more elementary sounds.

Lexicography—The science which treats of the meaning of words.

Linguals represent sounds modified by the tongue. They are, d, l, n, r, t, y, and th.

Liquids—Letters having flowing sounds. They are, l, m, n, r.

Monosyllable—A word of one syllable.

Mutes are consonants which represent explosive sounds. They are b, d, g hard, k, p, t; and c hard.

Name of a letter—The term or appellation by which it is known.

Orthography teaches the nature and power of letters and correct spelling.

Orthoepy teaches the correct pronunciation of words.

Oral Spelling is the uttering, in proper order, of the letters of a word.

Palindrome—A word or a sentence that is the same when spelled or read either forward or backward; as, "Madam;" "Able, was I ere I saw Elba."

Paronyms—Words pronounced the same but spelled differently; as, **all** **awl**.

Palatals represent sounds modified by the palate. They are, **k**, **q**, **x**, **c** hard, **g** hard, and **ng**.

Phonetic spelling is the uttering of the sounds of a word in correct order.

Phonology (Phonics) is the science of the elementary sounds.

Polysyllable. A word of more than three syllables.

Power of a letter—The elementary sound which it represents.

Prefix—A syllable added to the beginning of a word; as, **un-kind**.

Primitive word—One not derived from any other word; as, **man**.

Phonotypy is the art of indicating the pronunciation of words by the use of diacritical marks.

Pronunciation is utterance with proper accent and articulation.

Redundant letters have no sound of their own. They are, **c**, **j**, **q**, and **x**.

Root of a word.—The primitive part of it; as, **man-ly**.

Sibilant—A letter having a hissing sound; as, **s** and **z**.

Semivowels are consonants that represent sounds capable of prolongation; as, **f**, **h**, **j**, **g**,

Silent letter—One that has no sound of its own, but is used (1) to modify the sounds of other letters, (2) to

indicate the meaning of a word, or (3) to show the origin of a word; as, **sign, wright, pneumatic.**

f, j, q, r, x, v, and z, are never silent.

Simple word—A single word; as, **book.**

Sound is a sensation produced on the auditory nerve of the ear by rapid vibrations of the atmosphere.

Suffix—A syllable added to the end of a word; as, **man-ly.**

Substitute—A letter or combination of letters that represent the sound that another letter usually represents. Ex. short i has four substitutes: y, e, u, and o, in hymn, England, busy and women.

Spelling is expressing the letters or sounds of a word in correct order.

Subvocals are those letters whose sounds are modified by the organs of speech, thereby producing an undertone. They are, b, d, g, j, l, m, n; r; v; w; y; z; th; sh and ng.

Speech is voice modified to express thought or feeling.

Syllabication deals with the division of words into syllables.

Syllable—The whole or component part of a word uttered by one impulse of the voice. The last, the last but one, the last but two, are called **ultimate, penultimate, and antepenultimate.** A word has as many syllables as it has vowel or diphthongal, sounds.

Synonyms are words having the same general meaning but a different specific meaning; as, **character and reputation.**

Tetragraph—The union of 4 vowels or 4 consonants in one syllable, as, **phthisic.**

Trigraph—The union of three vowels in one syllable, with one or two of them silent; as, beautiful.

Triphthong—The union of three vowels all of which are sounded; as, buoy.

Trisyllable—A word of three syllables.

Vocal—A sound modified, but not obstructed by the organs of speech; as, long a.

Vocal organs. Lungs, diaphragm, intercostal muscles, bronchial tubes, trachea, larynx, and pharynx.

Vowel—A letter which represents a modified, but uninterrupted tone of voice. They are, a, e, i, o, u, and y.

PART II

ORTHOGRAPHY

Lesson I.

Orthography is that science which treats of words, letters, sounds, and correct spelling.

Orthography includes spelling, pronunciation, diacritical marks, accent, syllabication, prefixes, suffixes, synonyms, homonyms and the meaning of words.

Orthoepy teaches the correct pronunciation of words. This division of orthography embraces (1) syllabication, (2) accent, (3) articulation, (4) the use of diacritical marks.

RULES OF SYLLABICATION

I. Letters forming a digraph, either vocal or consonant should not be separated.

II. Soft **c** or soft **g** never end a syllable. Ex. for-cing, man-a-ging.

III. When **i** or **e** follows **s**, **t**, **z**, **c**, **g**, **d**, or **sc**, giving them the sound of **sh**, they do not end a syllable; as, gla-cial, ra-tion-al, nau-seous.

IV. When **u** follows **s**, **z**, **d**, **t**, giving them the sound of **sh**, **zh**, **ch**, or **gh**, it does not end a syllable; as, cen-sure, na-ture.

V. When a single consonant ending a word is doubled on taking the addition of a suffix beginning with a vowel, the syllable is divided between the double letter; as, be-
gin-ning.

Syllabify the following words:

Measure, forcible, impassable, begging, seizure, censure, reversible, ocean, calliope, museum, manager, advantageous, diagramming, objective, trapping, junction, tattoos, specious, collision, series, precious, incision, comical, discipline, convenience, azure, rasure, preparation, indispensable.

Accent is a greater stress of voice placed upon one syllable of a word than upon the rest. Accent is of three kinds: common, emphatic and discriminative.

ARTICULATION

Articulation is distinctness of utterance. Good articulation requires that all the elementary sounds be uttered distinctly, and these only.

The three errors to be avoided in articulation are **substitution, omission, and blending**. The conditions necessary for good articulation are **flexibility, elasticity and readiness** of the vocal organs.

EXERCISES TO IMPROVE ARTICULATION.

1. Utter twice the long sound of each vowel.
2. Utter twice the short sound of each vowel.

3. Make the elementary sounds singly, of which the following words are composed: bat, met, sit, hot, up, my, am, it, ice, ox, use, ate and eve.

4. Pronounce correctly the following words: government, nominative, which, catch, regular, granary, length, acts.

5. Read: (a) The vile vagabond ventured to villify the venerable veteran.

(b) The rain ceaseth, and it ceaseth to rain. (c) He sells seashells; does she sell seashells? (d) It is inexplicable and unpardonable. (e) Where is the pretty pewter platter Pluma placed the pie upon? (f) Sam Slick sawed six, slim, sleek, slender saplings for sale. (g) The old, cold scold, sold a school coal scuttle.

6. Pronounce distinctly the following words:—

February, umbrella, elm, Tuesday, nominative, salmon, psalm, distinctly, arctic, government, particular, geography, every, column, chimney, once, twice, partner, mists, overalls, attacked, amidst, drowned, casualty, boasts, usually, Messrs., jeans, Asia, equator, Roosevelt, sphere, perspiration, algebra, sphinx, dictionary, ceaseth, separate, regular, quantity, interest, address, certificate, directly, memory, eleven, acts, victory, governor, Indian, applicable, reputable, lamentable, Carnegie, harass, necessarily, acclimate, inexplicable, precedent, thrusts, fists, with, withe, discipline, insists, twists, hospitable, elasticity.

QUESTIONS

Define orthography and tell what it includes. Speak of the relative values of spelling, pronunciation, syllabication, diacritical marks, and synonyms. What is meant by vocabulary? How and when can it be enlarged? How does reading aid in securing a vocabulary? Illustrate what is meant by the use of synonyms. What are the chief things we may learn from the use of a dictionary? Define orthoepy. What does it include? Give two rules of syllabication and five examples of each. Define accent. Name and define the different kinds of accent. Define articulation and name three common errors. What are the required conditions of the vocal organs? Mention some exercises to improve articulation.

PHONOTYPY.

Lesson II.

Phonotypy is the art of indicating the correct pronunciation of words by the use of diacritical marks.

There are but 44 elementary sounds, and there are but 44 situations in which diacritical marks are used. With these facts in view, it should not seem to be so difficult a task to learn all there is to be known about the use of diacritical marks. The teacher should begin teaching their use in the first grade, and, by the time a pupil is ready for the fifth reader, he should have this subject well understood.

Diacritical Marks.

Macron — , *Breve* ˘ , *Dieresis* (¨) , *Semi-Dieresis* (˙) ,

Cedilla ¸ , *Tilde* ~ , *Caret* ^ , *Suspended Bar* ̄

Vowel Sounds.

<i>ā</i> as in	<i>āte</i>	<i>e</i> as in	<i>feite</i>	<i>o</i> as in	<i>wolf</i>
<i>ă</i> " "	<i>ăt</i>	<i>ī</i> " "	<i>īce</i>	<i>ōo</i> " "	<i>rōom</i>
<i>ä</i> " "	<i>ärm</i>	<i>ĩ</i> " "	<i>ĩt</i>	<i>ōō</i> " "	<i>bōak</i>
<i>ạ</i> " "	<i>ạll</i>	<i>ĩ</i> " "	<i>sĩr</i>	<i>ū</i> " "	<i>ūse</i>
<i>â</i> " "	<i>âre</i>	<i>ĩ</i> " "	<i>police</i>	<i>ũ</i> " "	<i>ũp</i>
<i>à</i> " "	<i>àsk</i>	<i>ō</i> " "	<i>ōld</i>	<i>û</i> " "	<i>ûrge</i>
<i>ạ</i> " "	<i>whạt</i>	<i>õ</i> " "	<i>nõt</i>	<i>u</i> " "	<i>rudē</i>
<i>ē</i> " "	<i>ēve</i>	<i>ò</i> " "	<i>sòn</i>	<i>u</i> " "	<i>pull</i>
<i>ě</i> " "	<i>nět</i>	<i>o</i> " "	<i>t.o</i>	<i>y</i> " "	<i>mý</i>
<i>ẽ</i> " "	<i>hẽr</i>	<i>ô</i> " "	<i>ôr</i>	<i>y</i> " "	<i>mýth</i>
<i>ê</i> " "	<i>thêre</i>	<i>ø</i> " "	<i>whørl</i>		

Consonant Sounds

<i>ç</i> as in	<i>çite</i>	<i>ğ</i> as in	<i>gem</i>	<i>ch</i> as in	<i>chap</i>
<i>ε</i> " "	<i>εan</i>	<i>n</i> " "	<i>in̄k</i>	<i>çh</i> " "	<i>çhaise</i>
<i>ş</i> " "	<i>waş</i>	<i>ñ</i> " "	<i>cañon</i>	<i>eh</i> " "	<i>ehord</i>
<i>ḡ</i> " "	<i>ḡood</i>	<i>th</i> " "	<i>this</i>	<i>x</i> " "	<i>exist</i>

EXERCISES

1. Name and describe the diacritical marks.
2. Give key words to represent all the sounds of **a**. What diacritical marks are used to represent each?
3. Indicate by proper diacritical marks the correct sounds of **a** in the following words: fate, garb, mat, tall, fatal, last, chair, that, chance, talk, wander, awe; argument, audience, pastry, parent, calico, master, compare, watch, granary, crack, vast, fraud guard, address.

Lesson III

1. Give words indicating the various sounds of **e**. What marks indicate these sounds?
2. Mark the accented syllable and indicate the sounds of **a** and **e** in the following words: Plausible, query, penny, ebbing, name, trap, where, term, heiress, deign, rafter, pass, strategic, cleft, query, obey, dairy, laughter, pedal, service, erelong, wash.

Lesson IV

1. Illustrate all the sounds of **i** by diacritical marks.
2. Utter all the sounds of **a**, **e**, and **i**.
3. Indicate pronunciation of rice, fete, sir, sting, satin, ermine, police, first, sermonize, fiat, girdle, term, magazine, quarantine, ice, tonsillitis, diploma, advertiser, isothermal, mercantile, dilate, daughter.

Lesson V.

1. Utter and indicate by diacritical marks all the sounds of **o**. Give key words.
2. Pronounce on paper these words: smoke, potter,

mirth, serve, work, born, warm, worm, group, could, front, dog, covet, worse, shoe, woman, front, opponent, aroma, compass, isolate, forge, or, revolt, betroth, forehead, lever, attache, preface, senna, area, idea, bought.

Lesson VI.

1. Give key words to represent all the sounds of **u**.
2. Illustrate the two sounds of **y** as a vowel.

Pronounce on paper the following: cubic, rural, sluice, cushion, turnip, trump, pearl, skirt, work, burn, herb. myth, my, museum, optometrist, butcher, lactometer, suit, rude, column, ducat, debut, jugular, coadjutor, chauffeur, discipline, maintenance, acorn, hearth, orthoepy, niche.

Lesson VII.

1. Illustrate the sounds of **oo**.
2. Illustrate the sounds of **s, g, th, c, u, and ch**.
3. What elementary sounds require no mark?

4. Indicate the pronunciation of the following words: georgeous, plausible, recognize, verdigris, with, withe, bought, much, this, charge, chaise, character, chicanery, spruce, sturgeon, chocolate, chemist, is, ink, cannon, rise. Worcester, equator, horizon, Palestine, diphtheria, niche, betroth, roof, proof, hoof, root, route, book, lamentable, admirable, gladiolis, infamous, acclimate, encore, massage, routine, debris, finals, address, discipline, propaganda.

Lesson VIII.

1. By the use of diacritical marks indicate the correct pronunciation of the following words: mate, ball, let, sup, is, last, berry, race, bought, mute, card, cloth, sage, add, effete, soar, world, mirth, eight, corps, seen, pull, fall, machine, sane, mat, scare, water, leisure, discretion,

algebra, horizon, mandamus, gratis, alias, nemesis, vagary, deter, idea, area, cement, rise, (as a noun), inquiry, mischievous, attache, raillery, half, laugh, hymeneal, decade, assignee, jardiniere, parotid, placed, placard, bouquet, granary, measure, produce (as a noun), dog, etiquette, maintain, Arab, carbine, grimace, admirable, comparable, museum, canine, irrevocable, opponent, referable, calliope, vicar, satire, eclat, employe, elite, dilate, lichen, ignoramus, ancient, pageant, parietal, syrup, debut, donkey, frontal, root, hearth, roof, pajamas, palindrome, pastel, patron, discipline, Danish, bronchitis, tetrameter, lactometer, finance, extant, Palestine, with, posse, ennui, blase, protege, premier, lenient, tomato, apricot, rafter, verbatim, drama, pageant, fought, sepulcher, reparable, balmoral, garage, camouflage, ally.

PART III

WORD STUDY

Lesson IX

Homonyms (homophones) are words pronounced the same but spelled differently; as, bridal, bridle. Give five examples.

Antonyms are words of opposite meaning: as, joy, sorrow. Give five examples.

EXERCISES

1. Spell the following words another way: Wright, grocer, gorilla, rose, brows, bridal, mustard, ought, augur, boulder, blue, bread, quire, claws, core, cruise, chased, serial, seller, phrase, gilt, gamble, symbol, signet, gage, rumor, owe, you, so, wave, canvas, current, council, stayed, indict, key, high, lesson, flocks, mettle, muscle, mantle, pistol, pole, root, surge, step, sutler, lumber, desert, tax, and fellow. What are these pairs of words called?

2. Write ten pairs of words spelled alike but pronounced differently. What are these pairs of words called?

3. Give the antonyms of the following words: forfeit, attract, scatter, cease, weakness, backward, accept, modern, distress, absurd, heedless, private, narrow, darkness, open, rare, help, cloudy, near.

4. Use the following pairs of words in sentences that make their meaning clear:—

Cereal—serial, allowed—aloud, straight-strait, serge-surge, meddle-medal, done-dun, session-cession, complement—compliment, sweet-suite, shone-shown, raised-razed, capitol-capital, principal-principle, guaranty-guarantee, ceiling-sealing, lose-loose, draft-draught, wrap-rap, steal-steel, sale-sail, sell-cell, coarse-course, bury-berry, root-route, stationary-stationery, peddle-pedal, likely-liable, transpire-happen, quite-very, of-off.

Synonyms are words having the same general meaning but a different specific meaning; as, great—excessive.

A careful study and application of the synonyms found below will prove a great aid in the use of vigorous and concise language. For those who wish to become masters of exact and forceful English, Fernald's "Synonyms and Antonyms" is recommended. This book may be obtained from Funk and Wagnalls, New York City.

EXAMPLES

Behavior—conduct. Behavior refers to particular acts while conduct refers to activities as a whole.

Character—reputation. Our character is what we are: our reputation is what other people think we are.

Empty—vacant. A thing is empty when it contains nothing. A place is vacant when its usual occupant is gone.

Enough—plenty. A miser may have plenty of money, but never enough.

Apt—likely. Apt implies fitness while likely implies probability.

Vocation—Avocation. Vocation is a regular calling. Avocation is a diversion or amusement.

Mad—Angry. Mad means insane or uncontrollably excited; angry means vexed or enraged.

Loan—lend. Use loan as a noun and lend as a verb.

Expect—suspect. Expect means to look forward to with confidence; suspect means to imagine to be, to surmise, to mistrust.

OTHER TROUBLESOME PAIRS

Accept—except. Accept means to receive or approve; except means to exclude. Ex. I accept all your presents except the last.

Affect—effect. Affect means to have an influence on or to disturb; effect means to cause or to bring about. Ex. The new law has affected shoe dealers but it has had no effect on our business.

Emigration—immigration. To emigrate means to go out of a place, while to immigrate means to come into a place.

Teach—learn. To learn is to acquire knowledge, while to teach is to cause to learn.

Observation—observance. Observation means taking notice of, recognizing and noting; observance the practice of keeping a day or rule.

Respectively—respectfully. Respectively means relating to each in order named; respectfully means characterized by high regard.

Illustrate the use of the following synonyms.

1. love, like; discover, invent; healthy, healthful, wholesome; balance, rest, remainder; bonus, reward, subsidy; carton, crate, bundle, parcel; damage, detriment, loss; habit, custom, practice, policy, deficit, deficiency, shortage, scarcity; competitor, rival, opponent; discount, deduction, concession, allowance, rebate, refund; able, competent, capable; capacity, power, ability.

2. old, aged, antique, ancient, antiquated, obsolete; accede, agree, yield, acquiesce; blame, censure, criticise; obvious, plain, clear, simple, apparent; silent, mute, dumb, speechless; delight, happiness, pleasure, joy; abandon, forsake, desert; pride, vanity, conceit; student, pupil, scholar; adequate, ample; indorse, approve; sample, specimen; solicit, demand, commandeer.

3. **Illustrate the use of the following pairs:** lively—animated, irresolute—faltering, allude—mention, aggravate—provoke, elegant—splendid, authentic—genuine, alleviate—mitigate, apprehend—comprehend, ridiculous—laughable, salary—wages, learning—wisdom, apology—excuse, pride—vanity, discovery—invention, benevolent—generous, angrily—petulantly, allure—entice, careful—cautious, defend—protect, majority—plurality, hope—expect, worth—value, truth—veracity, sympathy—pity, idle—lazy, pleasure—happiness, emergency—situation, conscious—aware, decided—decisive, creditable—credible, name—mention, rise—raise, mad—angry.

LESSON X.**Synonyms and Corresponding Antonyms**

Advise, counsel, urge—dissuade, defer, remonstrate.

Agony, pain, grief—comfort, ease, joy.

Aid, help, abet—Oppose, thwart, baffle.

Ambiguous, equivocal, doubtful—obvious, apparent, sure.

Appreciate, prize, value—dislike, ignore, undervalue.

Atrocious, cruel, flagrant—laudable, kind, admirable.

Bare, naked destitute—dressed, robed, full.

Base, low, mean, vile—noble, lofty, refined, honorable.

Bashful, shy, modest—bold, impudent, forward.

Beautiful, fine, handsome—ugly, coarse, hideous.

Beautify, adorn, decorate—disfigure, strip, deface.

Bestow, confer, give—withdraw, withhold, reserve.

Beg, beseech, implore—Exact, extort, require.

Celebrated, famous, renowned—Oblivious, obscure, unknown.

Comfort, console, assuage—annoy, irritate, aggravate.

Contaminate, corrupt, pollute—purify, cleanse, clarify.

Detest, abhor, hate—desire, like, love.

Extol, applaud, praise—censure, blame, reprove.

Morose, gloomy, sullen—genial, affable, pleasant.

Myth, fable, legend—fact, narrative, history.

Quaint, odd, antique—ordinary, common, modern.

Requisite, essential, necessary—superfluous, redundant, unnecessary.

Rigid, stiff, strict, severe—pliant, limber, lenient, mild.

Rumor, report, hearsay—evidence, proof, testimony.

Silly, absurd, foolish—astute, wise, intelligent.

Suggest, intimate, propose—dictate, demand, declare.

Venerate, revere, respect—despise, execrate, abhor.

Give synonyms of the following words: tall, low, width, accidental, acceptable, absurd, adorn, garment, adversary, alarm, amend, apply, amuse, auger, mad, appreciate, arduous, ascribe, assent, banish, blameless, calamity, call, candid, anxiety, cautious, certain, common, confess, conquer, contest, contagious, cordial, courage, cross, decoy, demolish, dismay, dislike, disposition, droll, emblem, emotion, emulation, equivocal, event, excuse, facility, famous, fault, final, force, formal, gentle, gift, grace, grave, habit, havoc, haste, hate, cordial, help, heroism, humility, idiom, imminent, impediment, incompetent, insolent, irritable, laconic, levity, liberal, malice, maim, normal, permit, perverse, radical, racy, real, refer, regret, renounce, reply, reprove, reverence, reveal, salute, sense, sensible, serve, severe, simple, sneer, sober, state, stern, stubborn, symbol, taste, trade, trouble, violent, warm, wit, abandon, final.

PREFIXES AND SUFFIXES

Lesson XI.

1. A **prefix** is one or more letters or syllables combined with the beginning of a word to modify its meaning; as **un-kind**.

2. A **suffix** is one or more letters or syllables added to the end of a word to modify its meaning; as, kind-**ness**.

a, ab, abs,=from; as, abstain, to hold from.

ad, a, ac, af, ag, al, an, ap, ar, as, at=to; as, adhere, to stick to.

ante, ant, anti=before; as, antecedent, going before.

circum=around; as, circum-ambulate, to walk around.

con, co, cog, col, com, cor=with, or together; as, co-equal, equal with.

de=down, from, or off; as descend, to go down from.

dis, di, dif=asunder, opposite of; as, dis-joint, to put asunder.

ex, e, ec, ef,=out, from; as, ex-tract, to draw out.

extra,=beyond; as, extraordinary, beyond ordinary.

in (ig, il, im, and ir), when found in adjectives, signify **not;** as, in-correct, not correct. Illegal, immoral, irrational.

mis=wrongly.

post=after; as, post-script, written after.

pre=before; as, pre-arrange, to arrange before.

pro=for; as pro-noun, for a noun.

re=again; as, re-count, to count again.

sub, (suc, suf, sug, sum, sup, and sus),=after or under; as, sub-way, a way under; succeed, sustain, support, suggest.

trans=across or beyond; as trans-Atlantic, beyond the Atlantic.

LATIN SUFFIXES.

able, ible=fit to be, or, that which may be; as, salable, that which may be sold; reversible, payable, debatable.

age=act or condition; as, bond-age, condition of being a slave.

ant=one who, or being; as, servant, one who serves.

ic, ical=pertaining to, or one who; as, historical, pertaining to history. Maniac, whimsical, systematic.

ion=state of being, act of, or one who; as, pollut-ion, act of polluting. Promotion, civilization.

ment=act of, being, or thing; as, retire-ment, being retired. Confinement, arrangement.

ory=place of pertaining to; as, arm-ory, place where arms are kept. Dilatory, mandatory, introductory.

ule=little; as, glob-ule, a little globe.

ulent=full of; as, fraud-ulent, full of fraud.

ure=state of being, act of, or that which; as, seiz-ure, act of seizing. Fracture, creature, foreclosure.

GREEK PREFIXES.

Lesson XII.

anti, ant=against or opposite; as anti-slavery, against slavery. Antarctic, antipathy, antipodes.

dia=through or across; as, dia-gonal, through opposite corners. Diameter, diaphragm, dialogue.

dis, di=two or double; as, dis-syllable, a word of two syllables. Dilemma, dispute, disrupt, divide.

epi, ep, eph=upon or during; as, epi-glottis, upon the glottis. Epitaph, epoch.

hemi=half; as, hemi-sphere, half a sphere.

meta=beyond; as, meta-carpal, beyond the carpal. Metaphysics, metaphor.

pan=all; as, pan-American, all America. Panacea.

peri=around; as, peri-cardium, membrane around the heart. Perihelion, perimeter.

poly=many; as, poly-gon, a figure of many sides.

tri=three; as, tri-angle, a plane figure having three angles.

EXERCISES

1. Define and illustrate the uses of the most common affixes in black type.

2. By the addition of prefixes and suffixes, form all the words possible from the primitive words in the list below. Ex. (Civis) civil, civilize, civic, civilian, civility, uncivil, civilization, uncivilized, etc.

Pass, cide, control, name, sale, cede, leg, legal), admit, optic, audit, access, graph, dict, phonic, scribere (to write), mors (death), caput (head), cure, moral, decide, refer, admire, human, potent cor (the heart), excuse, support, art, firm, change, control.

3. Form diminutive nouns of the following words by the addition of the suffixes, **let, ock, ule, et, ling, kin, ette**: eye, fledge, eagle, mall, lamb, strip, duck, cigar, statue, river, man, sap, hill, year, cut, and globe. What do these suffixes signify?

4. Add **able** or **ible** to the following words: pass, read, rise, force, fence, reverse, sense, compress, discern, account, desire, express, convert, sale, eat, laugh, corrupt, defense, compare, ignite, repair, commit, collect, add, port, invert, blame, manage, and marriage.

Hint. Add **able** to those words that have a derivative ending in **ation**.

5. Prefix **con** or its euphonic variations to the following words: relate, equal, nomen, respond, lateral, tend, position. What do these prefixes signify?

6. Prefix **in** to the following words: legal, noble, active, pure, resolute, regular, moral. What do these prefixes signify.

LESSON XIII

Use the following homonyms in sentences that will explain their meanings:—

pain, pane; plane, plain; steak, stake; fare, fair; there, their; break, brake; peace, piece; gate, gait; lessen, lesson; mean, mien; miner, minor; pale, pail; plate, plait; pole, poll; pore, pour; sale, sail; stare, stair; pare, pair; cord, chord; bow, bough; one, won; ware, wear; weight, wait; strait, straight; rice, rise; lane, lain; mail, male; metal, mettle; loan, lone; here, hear; dew, due; cession, session; canvas, canvass; coarse, course; bale, bail; aught, ought; to, too, two; seas, sees, seize.

PART IV

SPELLING

Lesson XII.

Why Some Persons are Good Spellers.

1. Early in their career as a student, they have been induced to give the subject of spelling regular and systematic attention.

2. They have been led to detect and recognize the difference between a letter and its sound.

3. Their interest has been so aroused that uncertainties in spelling would not be tolerated.

4. They have used the eye as well as the ear so that an eye-vocabulary as well as an ear-vocabulary was built up.

5. They have taken up homonyms just as they were able to understand and use them.

6. They have learned to use some of the reliable rules for spelling—especially those relating to the addition of suffixes.

7. They have made everything they read a spelling lesson, have drilled and practiced patiently, and have formed a habit of consulting the dictionary in case of doubt.

HOW SHOULD SPELLING BE TAUGHT.

By referring to the preceding activities that tend to make a good speller a general answer may be found; but

the average teacher needs something more specific. She needs to know the "what," "how much," "when," and "how."

1. We should begin to teach spelling in the 1A grade. No words should be taught but those in most common use by children of this grade and not more than one new word each day.

2. In the second grade, no words should be taught but those used freely by all the children of this grade. It is advised that the teacher get suitable lists from the Russell Sage Foundation, New York. Not more than two words each day should be taught.

3. In the third grade and all succeeding grades, a good spelling book may be used but the teacher should omit all words not likely to be used by the individual members of the class in conversations or in writing.

In these grades, the number of words for each lesson should vary from two to four in the third grade, to eight to ten in the sixth and seventh grades.

(a) Exercise care in selecting the words for each lesson.

(b) See to it that the first impression of the new word is a strong one. Let the eye, the ear, and the muscles, all have a part in sensing it.

(c) Teach the use, meaning and spelling of each new word. Associate this word with the idea it stands for. Discuss and use the new word in natural and original sentences. This should be done within the study period and after all the words have been written on the board.

(d) (A device). Write the words to be learned on the board. Discuss and apply their meaning. Practice on

correct pronunciation and distinct articulation. By the use of proper marks indicate, the syllabication, accent and letter sounds of one or two words. Spell the words in concert, erase them and spell on paper.

See that each pupil is supplied with a small blank book in which he keeps a list of the words he missed, arranged alphabetically. Drill each pupil on the words he misspells.

Practice on yesterday's words, review on Fridays and at the end of the month. When each pupil has a purpose to learn and a consciousness of progress, your teaching is successful.

(e) **A helper.** Secure from the Russell Sage Foundation, New York City, Dr. Ayers's "Foundation Vocabulary" and "A Measuring Scale for Ability in Spelling." Use as directed.

(f) At the end of each week and month there should be a general review of all the words used that week or month. A general test in oral spelling will prove interesting and profitable at the close of each month and on Fridays.

The teacher must not look unconcerned when a pupil misspells a word, but she must look and feel disappointed. She must meet her spelling class with an expression that conveys to each pupil that good work is expected and that each pupil will fear to disappoint her. She must be uniform in exacting good work every day. If she relaxes, and excuses poor work, she loses some of her power. There will be slow progress at first, but it is to be remembered that in teaching beginners, we must "make haste slowly." Success or failure depends largely upon the first two year's work.

It must be remembered that the ability to spell a few hundred words just right, greatly enhances the child's ability to learn new words. This accumulating ability, becomes an assistant teacher whose efficiency can not be overestimated.

We must have much oral spelling, much written spelling, many contests—in fact a variety of exercises, so that the work will not become monotonous. Persistence, determination, variety, and patience, will bring success.

RULES FOR SPELLING

The following rules for spelling are not only reliable but are a great aid when understood thoroughly as to meaning and application.

Rule I. Monosyllables and words accented on the last syllable, ending with a single consonant preceded by a single vowel, double the final consonant on taking a suffix beginning with a vowel. Examples: **bid, bidding; remit, remitting.** Exceptions: (1) **h, j, q, w, and x** are never doubled; (2) The plural of **gas**.

Rule II. A final consonant, when it is not preceded by a single vowel, or when the accent is not on the last syllable, should not be doubled when a suffix is added. Examples: **Toil, toiling; report, reporting; benefit, benefitted; visit, visiting.** One exception, **crystallize**.

Add **ed** and **ing** to the following words: **annul, beg, defer, soil, differ, drum, dig, deter, defend, eat, control and travel.**

Rule III. Words ending with silent final **e** drop the **e** before the addition of a suffix beginning with a vowel. Example: **save, saving; name, naming; love, loved; arguing.**

Exceptions: Words ending in *ce* or *ge* retain the *e* before the suffixes beginning with *a* or *o* to preserve the soft sound of *c* or *g*; as, *peaceable*, *courageous*, and *changeable*.

Notes: (1) In *dyeing*, *tingeing*, *swingeing*, and *springeing*, the *e* is retained to preserve the identity of the words, and to distinguish them from *dying*, *tinging*, *singing*, *swing-ing*, and *springing*. (2) *e* final is dropped in derivations from *awe*, *judge*, *argue*, *lodge*, *acknowledge*, *due*, *true*, *woe*, and *abridge*. No other exceptions.

Rule IV. Words ending with silent final *e* retain the *e* when suffixes beginning with a consonant are added. Example: *life*, *lifeless*.

Exceptions: *argument*, *wisdom*, and *abridgment*.

Note—In case of doubt concerning the retention or omission of silent final *e* when no dictionary is at hand, determine whether the *e* is needed to preserve either the correct pronunciation or the identity of the word. If it is not needed, drop it.

Rule V. Words ending with *y*, preceded by a consonant, change the *y* to *i* on taking the addition of a suffix. Examples: *holy*, *holiness*; *study*, *studied*; *try*, *trial*; *pity*, *pitied*.

Exceptions; (1) When the suffix begins with *i* the *y* is retained as in *lobbyist*. (2) Derivations of adjectives of one syllable usually retain the *y* as in *shyness*, *slyest*, *dryness*, *slyer*, *shyer*, *slyly*, *dryly*, *shyest*, and *slyness*.

(3) The words, *babyhood*, *ladyship*, *piteous*, *duteous*, *beauteous*, *bounteous*, and *plenteous*. From what nouns are they derived?

Rule VI. *Cede*, *ceed*, and *sede*, which? The following prefixes are used before syllables having the same sound as *seed*: *ac*, *con*, *ante*, *inter*, *pre*, *re*, *retro*, *ex*, *pro*, *suc*, and *super*.

But one word ends with **sede**—**supersede**; three words end with **ceed**—**exceed**, **proceed**, and **succeed**. All other words of this class end in **cede**.

Rule VII. **ei** or **ie**; which? (a) **ei** follows **e** except in the word **financier**. It is also a substitute for long **a**; as in **weight**, **freight**.

(b) In other situations the order is **ie**; as, **believe**, **brief**, **grief**, **view**, **sieve**, **fierce**, **piece**, **lien**, **retrieve**, **wield**, **niece**, **yield**, **priest**.

Exceptions to (b) either, neither, leisure, seizure, heir, their, height, sleight, forfeit, counterfeit, seize, weird, kaleidoscope, mullein and surfeit. With these sixteen exceptions, all words of this class are spelled by **Rule VII**.

Rule VIII. **Able** or **ible**; which?

(a) Add **able** to words that have a derivative ending in **ation**; value, valuation, valuable. One exception, **sensible**.

(b) Omit the ending **able** or **ible** and if a recognized word is left, add **able**; otherwise add **ible**.

Exceptions. Reversible, discernible, corruptible, forcible, defensible, exhaustible, digestible, expressible, convertible, irresistible, contemptible, perceptible, compressible, reducible, collectible, responsible, accessible.

Remark. Make allowance for dropping silent final **e** when a suffix beginning with a vowel is added.

Learn the eighteen exceptions; spell all other words of this class by the rules.

Rule IX. Words ending in **o** preceded by a vowel, form their plural by adding **s**; as, **folios**, **bamboos**.

GENERAL RULES.

Rule X. Write no word unless sure of its spelling.

Rule XI. Consult the dictionary in case of doubt.

LESSON XIV.

By what rules or exceptions are the following words spelled?

Woeful	hoarseness	teetotaler
plaguing	eludible	allottable
salable	traveled	coercion
gaugeable	merriment	awful
procedure	abridgment	amusing
unusually	diagrammed	ceil
dyeing	singeing	enacted
president	recoiling	impassable
discernible	proceed	gauging
woeful	managed	secede
ferriage	begged	tranquillity
baptizable	arrangement	dying
bluing	hoped	diocesan
reversible	suing	dutiful
gases	ratable	wherever
sameness	fencible	believe
eating	frolicking	vexing
frolicsome	controlling	changeable
wryness	allotment	blotting
copyist	heard	hoeing
daintier	completeness	barreling
roses	reporting	recede
anguish	retirement	loved
allotting	metallic	forgiving

ABBREVIATIONS

A. B.....	Bachelor of Arts
Acct	Account
A. D.....	In the year of our Lord.
A. M.....	Master of Arts
A. M.....	Before noon.
Agt.	Agent
Ave.	Avenue
Bal.	Balance
Bene	Well, good.
Bbl.	Barrel.
B. C.....	Before Christ.

C. E.....	Civil Engineer.
C. O. D.....	Collect on delivery.
Do.	The same.
e. g.....	For example.
Ent.	Entered.
etc.	And others.
Fec.....	He or she made it.
F. O. B.....	Free on board
Gtt.	drops.
Hhd.	Hogshead.
H. R.....	House of Representatives.
Ibid.....	In the same place.
Id.....	The same.
i. e.....	That is.
Inst.....	This month.
lb. (libra).....	pound.
LL. D.....	Doctor of Laws.
M. C.....	Member of Congress.
M. D.....	Doctor of Medicine.
Mfg.	Manufacturing.
Mme.	Madame.
M. P.....	Member of Parliament.
MSS.	Manuscripts.
M. S. S.....	Manuscripts.
Messrs.....	Messieurs (gentlemen)
N. B. (Nota bene).....	Note well.
O. S.....	Old Style.
O. K.....	All correct.
Pd.	Paid.
Ph. D.....	Doctor of Philosophy.
P. O.....	Post Office.
Pro. tem.....	For the time being.
P. S.....	Postscript.
P. M.....	Post Master.
P. I.....	Philippine Islands.

Prox.....Next Month.
 Q. E. D.....Which was to be demonstrated.
 Sc.....He engraved it.
 Ult.....Of the last month.
 U. S. V.....U. S. Volunteers.
 Viz. Namely.
 Vs. Against.
 Xmas Christmas.

Learn to pronounce, to spell, and to use the following words:

abeyance	alias	aqueduct
abetting	alien	aqueous
abettor	Alleghany	arable
aborigines	allege	arbor
abridgment	allegiance	architect
acacia	alley	Archipelago
abscess	all right	Armada
abundant	alligator	artillery
abyss	allspice	arsenic
accede	ally	ascertain
accept	already	assassin
accelerate	almost	assessor
ache	amateur	assume
accurate	ambassador	assure
acceptable	ambiguous	assurance
accommodate	amenable	assistant
accordion	amiable	asthma
accurate	amicable	athlete
achieve	amusing	attached
acknowledge	analyze	attorney
acoustic	anchor	audible
acquainted	ancient	aught
acquiesce	ankle	austere
acquire	antecedent	automobile
adequate	antelope	autumn
adjacent	answer	authorize
admissible	anxiety	auricle
admittance	anxious	anxiety
admirable	any	auxiliary
adieu	apiary	available
adjoining	apologize	avarice
adolescence	apostrophe	awful
aeronaut	appall	awkward
affidavit	apparatus	axiom
adverse	apparent	axle
advertisement	Appalachian	
again	apparel	
against	appellate	bacillus
agate	applique	bacteria
almanac	appreciate	balance

balloon	calendar	clairvoyant
Baltimore	calliope	clamor
Baptist	camouflage	clarify
baptize	camphor	cleanse
bargain	callous	clique
barouche	canceled	coalesce
battalion	canvass	cocoa
bazaar	cantaloupe	codicil
beauteous	capital	coercion
been	capitol	coincidence
beginning	capricious	colander
beguile	career	colleague
behoove	carriage	coleslaw
believe	catarrh	collateral
belligerent	catechise	colonnade
bellows	cautious	colonel
beneficiary	cavalry	colon
benefit	cayenne	color
bereave	ceiling	colored
Berkeley	celluloid	column
bias	cemetery	committee
bicycle	census	comfort
biennial	cereal	coming
bilious	certain	compelling
billiard	certificate	compelled
biscuit	censure	complement
Bismarck	centennial	compliment
bivouac	chagrin	comrade
blamable	charcoal	concede
blizzard	chamois	conceit
blotting	champagne	conceive
bluing	chattel	concern
blurred	chandelier	concession
bluish	chaos	concourse
bohea	chaperon	concurrence
bookkeeping	character	condemn
bouquet	chauffeur	condensed
boudoir	chemist	confectionery
boycott	chenile	conferred
breadth	Chesapeake	congeal
brilliant	chestnut	conjugate
British	chieftain	conquer
Britain	chimney	console
bronchitis	chivalry	conscience
brusque	choose	conscientious
bulletin	chord	conspicuous
buoyant	chorister	contagious
Burgoyne	chorus	convalescence
burlesque	chrysalis	convenient
business	Christian	convalescent
busy	chrysanthemum	contagion
buzzard	cinch	contemptible
	Cincinnati	convenience
	cinquefoil	converse
cabbage	circuit	corrugate
campaign	cistern	copyist
caboose	citron	couple
calcimine	civilize	coquet

conqueror	diaphragm	enough
cordially	diary	enroll
cornice	diet	envelope
corolla	digest	epaulet
cough	digestible	equator
courageous	dining	equilateral
counselor	diphtheria	escutcheon
counterfeit	discern	Eskimo
courteous	discreet	essay
credence	disease	essential
credible	dissent	estimate
creosote	discipline	ethical
crystallize	distill	etiquette
cuckoos	dissyllable	every
culinary	dizziness	exaggerate
cumbrous	docile	exceed
cupful	dormitory	excel
climbing	doubt	excellent
crescent	dough	exclude
cuisine	dozen	exhilarate
curtain	drought	experience
customary	drowsy	expense
cutlass	drown	existence
cypress	dullness	exquisite
cynical	dully	extravagance
czar	dutiful	extravagant
	dungeon	extraordinary
dahlia	duplicate	
dairy	durable	facilitate
debtor	dying	fairy
debris	dynamite	Fahrenheit
debit	dyspepsia	fallible
debut		familiarity
deceit	eel	famine
deceive	earnest	famous
decide	eccentric	fanatic
decision	equipage	fantasy
decisive	economy	fascinate
decorous	ecstasy	fatiguing
deferred	edible	fatigue
deficit	efficacy	favor
defense	eighth	Fayette
degradation	eligible	feasible
deleble	effigy	February
delicious	elaborate	ferocious
delirium	elite	fertile
delirious	elm	fiat
depot	embarrass	fibrous
depth	embezzle	fiction
derelict	embroidery	fictitious
descend	endeavor	fiend
descendant	engine	fierce
design	enterprise	film
desirable	eulogize	finale
desultory	eulogy	finally
develop	emphasize	fiery
dialogue		filling

finical
firkin
fitted
fluctuate
folks
forage
forbear
forcing
forfeit
forty
follicle
forging
foregoing
forehead
forgiving
formally
fragile
fickle
freckle
fried
frieze
fricassee
frigate
frowsy
fuchsia
fulfill
furlough
furnace

gaily
gallery
gallows
goal
garage
garbage
gas
gases
gaseous
gasoline
gape
gauze
gauge
genteel
geography
geyser
Genesis
genius
genuine
gentian
ghoul
gigantic
gingham
Gibraltar
giraffe
gladiolus
glycerine
glacier

gluey
goal
gopher
gorgeous
gorilla
gourd
gouge
grandeur
Greenwich
gracious
grammar
Great Britain
guard
guardian
guerilla
guess
gymnasium
gymnastic
gypsy

hammer
harangue
hazard
hailstorm
heard
hearken
heartly
height
heliotrope
heinous
herb
herbaceous
herd
hemorrhage
hiccough
hickory
hideous
holiday
honor
hoping
horizon
hospital
hostile
hover
Huguenots
humorous
hurricane
hyacinth
hybrid
hydraulic
hypocrisy
hypocrite
hygiene
hygienic

iceberg

iciness
illegible
illicit
illiterate
imaginary
image
imbecile
imminent
immediate
impassable
impede
impel
impossible
inaugurate
incandescent
incision
incessant
incense
incite
incorrigible
incredible
indefinite
indispensable
indestructible
indelible
indict
indictment
ineligible
inertia
infallible
infectious
ingenious
initiate
iniquity
instead
instill
intercede
interest
integer
interfere
intrigue
inveigh
irrelevant
iridescent
irreparable
inspector
Isaac
issue
insanitary
isosceles
isthmus
ivory

jardiniere
jaundice
janitor
jealous

jeans	lenient	memoir
jeopardy	leopard	menace
jewelry	lettered	menagerie
jocund	lettuce	mignonette
jonquill	levee	message
jostle	levy	metallic
journey	libel	mileage
junior	libelous	millennium
judiciary	license	millinery
judicious	licentious	millionaire
judgment	licorice	miniature
jugglery	lieu	minute
juicy	lieutenant	miracle
junction	lily	misspell
juvenile	lilies	miscellaneous
juiciness	linear	missile
	liquor	Mississippi
	lizard	Missouri
kaleidoscope	loathe	misspelled
kalsomine	loose	mistletoe
Kanawha	lose	molasses
kennel	Louisiana	Monongahela
Kentucky	lozenge	Monongalia
kerosene	luscious	monstrous
kernel	luxuriant	morsel
knitter	luxury	morass
knitting	lying	mortgage
knob		mortise
knoll		mosquito
known	macaroni	motor
katydid	macadamize	movable
kimono	machine	much
knave	mackerel	mucilage
knuckle	maelstrom	mullein
knurly	mahogany	murmur
	maintain	murrain
	majestic	muscle
laboratory	majority	Mussulman
lacerate	malféasance	myrrh
laid	malicious	myry
laocoon	malign	mystery
lapel	malleable	myth
larceny	manacle	
lariat	maneuver	
larynx	many	nadir
laudable	maraud	narcissus
laundry	marriage	nasturtium
laureate	martyr	naught
laurel	massacre	nausea
league	mattress	nauseous
laughable	mayor	naval
leaven	meadow	navigable
ledger	meant	nee
legend	mediaeval	necessarily
legible	medicine	negotiate
legitimate	Mediterranean	negotiable
leisure	melon	negligee
length	melancholy	neuralgia

neutral
Niagara
niche
nickel
ninth
noisily
nominative
none
noxious
nuisance
nutrition
nutritious
noticeable
nuptials

obedience
obedient
obeisance
oblique
obnoxious
obsequies
occurrence
odors
offal
offset
offense
official
often
ominous
omniscience
onerous
opaque
opal
opportunity
opposite
optimist
oracle
organize
origin
osculate
ostracize
outrageous
overalls
overseer
oxygen
oyster

pacific
pageant
palatial
palisade
parachute
parable
paralyze
parallel

parole
partiality
participle
particle
partition
partner
particular
parquet
patience
passport
pastime
pauper
peaceable
pedagogue
penitentiary
peninsula
pennant
Pentateuch
percale
perceive
perennial
perjury
perjure
persist
persevere
persistent
perspective
persuade
pessimist
petal
perpendicular
petite
petition
petroleum
pewter
phaeton
pharmacy
Philippines
phlox
phosphate
phthisic
physically
physique
piano
piece
pilfer
pierce
pigeon
pillar
pinnacle
pious
piquant
pitiable
pitiful
piteous
plantain
plateau

plausible
pleasant
plebian
plenteous
pneumonia
poise
poison
pommel
pollen
poniard
porcelain
portray
posse
porous
pomegranate
Potomac
poultice
poultry
populous
potatoes
practice
practically
prairie
precede
precedent
preceptor
precious
precinct
precipice
precocious
prejudicial
preparation
prestige
prejudice
presume
pressure
privacy
privilege
principal
principle
precedure
professor
proficient
propagate
propel
propeller
prophecy
propitious
purple
purpose
purr
pursue
pursuance

quality
quantity

queer	rhetoric	senior
query	riddance	sense
quiet	righteous	session
quartet	rinse	settlers
quinsy	rogue	shepherd
quotient	roguish	shekel
quorum	routine	sherbet
	Ronceverte	sheriff
	Roosevelt	shipped
radiant	routine	shoes
raiment	ruffian	shriek
raise	rural	shrewd
raisin		sibyl
rancid		sickle
ransom	sacrifice	siege
rarefy	sagged	siesta
ravage	salad	sieve
rebel	salmon	silhouette
razor	says	siphon
ready	said	skillful
really	saucer	sociable
recede	schedule	solder
receipt	soprano	solemn
recommend	satire	sophomore
reconnoiter	sapphire	sorrel
redundant	sargasso	souvenir
regretted	satirize	sovereign
refer	satellite	spacious
referred	sauerkraut	specie
release	savior	specimen
reluctant	scarcity	spectacle
reindeer	scent	sphere
religion	scenery	spherical
religious	schedule	stamped
reminiscence	science	staple
reminiscent	scion	stationary
rehearse	scissors	stationery
relief	scourge	statistics
relieve	schottish	steeple
rendezvous	search	stenography
reparation	sebaceous	sterilize
repel	secede	sterling
repetition	secrecy	stopper
reprieve	seismic	strait
requisite	seldom	straight
rescind	semester	strategic
reservoir	senate	strategy
respectfully	sentence	strength
respectively	separable	stopped
resuscitate	separate	stopping
reticence	sergeant	stomach
reticent	series	strychnine
retrocede	serious	subsidence
retard	service	subtle
rhubarb	seize	succumb
rhododendron	senate	suffice
rhinoceros	senator	subpoena

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tomahawk
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traveler
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PART II

PENMANSHIP

A Space in Height is the height of the short letters.

A Space in Width is the distance between the straight lines of the letter "u."

The Psychological Order of a lesson in penmanship is (1) observation, (2) imitation, (3) criticism, and (4) re-writing for improvement.

The Objects Sought in a lesson to beginners are, (1) correct position (2) muscular movement, (3) legibility, and (4) neatness. **Rapidity** is an added object with advanced classes.

Teacher's Preparation. (1) He should be a good writer on paper and especially good on the blackboard. (2) He should know well the elements of form which combine to make the letters of the alphabet singly and in combination. This knowledge is necessary that he may know what his pupils must learn in order to be good writers. (3) He should have a definite plan worked out for each writing exercise. **Position, form, and freedom of movement,** should be the aim in every lesson plan.

Position is the manner of sitting at the desk. There are two good positions: The square front position and the half-right side position. When the desks are large enough, the square front position is better. To find the proper position for the right arm, place the body at the desk in proper position so as to secure comfort and allow

muscular freedom; raise the right arm slightly above the head, withdraw control and let the arm drop. It will strike the desk in proper position. The left arm should be so placed as to keep the body upright, the shoulders at the same level, and to retain its free use in changing the position of the paper. Correct position should be thoroughly mastered before writing is begun. Pupils should be caused to demonstrate repeatedly, that they have a working knowledge of position.

Position should receive much attention to secure comfort, convenience, and freedom of movement in writing. A wrong position may lead to serious evils affecting the health of the writer. It pays to have beginners practice from three to five weeks on position, form, relaxing exercises, and movement before taking actual writing exercises. Several days of practice on these things should be required before penholding is taken up.

It requires skill of a high order to teach pupils how to sit, how to relax sufficiently, and how to hold the pen properly. The first step in a writing lesson is to teach the child how to sit; the second, how to rest his arms on the desk; the third, how to relax sufficiently so as to have easy control of the muscles of the right arm and shoulder; the fourth, how to hold the pen lightly and easily. After all this is attended to, form, movement, and the making of letters follow.

Form is the general shape of letters or characters and includes the arrangement of the written page. Practical ideas of form depend upon a vivid imagination and the power to reproduce. Much attention should be given to form, in order that the learner may have a mental picture of the letters and characters to be written, both singly and in combinations. Form is in the mind.

Teaching of Form. The teacher will write the letter very large on the board, but of proper proportions and size. The pupils will be caused to observe the form. The teacher will then make the same letter on a larger scale in the air until they get a clear notion of form and movement. The pupils will then repeat the operation with pen or pencil in position. Lastly they will write the letter on paper following the psychological order: (1) observation, (2) imitation, (3) criticism, and (4) re-writing for improvement.

Movement is the motion of the arm, hand, fingers, and pen, in writing. Movement is of primary importance in teaching penmanship. Writing is a reflex act, and most reflex activities are developed by intelligent and well directed practice in movements. Movement should receive regular attention until the learner has easy control of the hand the muscle and the pen. The correct form will be produced if the correct movement is made.

There are several kinds of movement: **finger, muscular, whole arm, and combined.**

The Finger Movement brings into action the fingers only. It is used in making the upward and downward strokes of the pen. If used exclusively, it induces cramping of the muscles of the hand.

The Muscular movement is the motion of the forearm upon the muscles just below the elbow, the hand gliding on the tips of the nails of the third and fourth fingers. This movement should be taught in all grades beginning with the first.

Combined Movement is a combination of the finger and muscular movements. It is in most general use.

Principles of writing are the elements of which letters are composed. They are **straight line, right curve, left curve, loop, oval, inverted oval, and capital stem.**

Slant is the degree of inclination of letters from a vertical line. The main slant should be 38 degrees.

Position of Pen, Paper and Pupil. Let the pen holder cross the root of the nail of the second finger and just in front of the knuckle joint of the first finger, the holder pointing over the shoulder. Let the first finger rest on top of the holder and about one and one-fourth inches from the end of the pen, the end of the thumb being opposite the first joint from the end of the first finger. Hold lightly. The edge of the paper should be parallel with the forearm. A **right oblique position** is recommended. The inner angle formed by the bent arm should always be an obtuse angle. The pupil should sit erect with the forearm resting on the desk.

Systems of writing: There are two systems of writing in use,—the **Vertical** and the **Slant**. Differences: (a) In the slant system the tall letters are taller and the short letters are shorter, and all the letters, narrower. (b) In the slant system the letters are inclined from a perpendicular 38 degrees, while in the other system the letters stand vertical.

Slant writing is to be preferred to vertical writing because: (a) It is easier to teach. (b) It is the only system adapted to proper movement. (c) It can be written with a greater degree of speed, and is fully as legible.

The only real argument to be offered in behalf of the vertical system is that children in their first attempts to write, make vertical letters.



About all of the city schools, after experimenting with vertical writing for a number of years, are now using the slant system.

Teaching Beginners: Most attention should be given to movement and the practice work must be mostly from copy. Movement may be taught by practicing on the small letters made on a large scale. Position demands a large share of attention. The making of solid ovals and tracings are good exercises to train in movement.

The teacher should place all copies on the blackboard and of such size that they can be seen in all parts of the room. This gives the pupils an opportunity to study form and to see how letters are made, where they begin, where they end, and how they are joined.

For Advanced Pupils: After the fourth year, movement demands most of the teacher's attention. A little later page writing and letter writing should be emphasized. Form and position demand the teacher's attention in all the grades.

The Essentials in Writing are "position," "movement," "form" and "speed." These essentials may be obtained by the proper amount of careful and spirited practice under the guidance of a skillful teacher. Practice till the end is attained.

The Three Graces of writing are, legibility, speed and neatness. These are three good writing habits to cultivate.

Bad Habits: Some of the bad habits that pupils acquire in learning to write are: A cramped position, slow movement, holding the pen too lightly, finger movements, pressing too hard with the pen, and failure to follow the base line. These evils are corrected by constant observance and correction on the part of the teacher.

GENERAL DIRECTIONS.

The Lesson in writing should be a lesson in cleanliness and neatness. Well defined plans for opening and closing the writing exercises should be strictly followed.

Ruled paper is to be preferred to unruled for the first few years, as the ability to write on a straight line is one of the last attainments to be acquired in the art of writing. Lines also aid the imagination in spacing. The first few lessons may be practiced on unruled paper to encourage freedom of movement.

Pupils should be taught script as they learn the alphabet, in order that the hand may early be trained in holding and handling the pen, and that imaginary forms may be traced.

A lead pencil may be used to advantage until the child has acquired control of the actions of the hand. Pen and ink should not be used until the third year of school. After the second year, the use of the pencil should be discouraged.

Seat Lessons. The teacher must create a situation in which the pupil will see his need of learning to write. Writing is an offshoot of language. When the pupil learns that writing is a way of telling persons far away what he is doing, and what he wants, he will attack the work with vigor. As soon as the child appreciates the value of writing and is provided with a means of controlling it, he will do the work required of him, cheerfully. In seat work, it is the quality and not the quantity that is to be demanded.

All the short letters are one space high excepting 's' and 'r' and they are one and one-fourth spaces high; 't' and 'd' are but two spaces high, and 'p' extends but two

spaces above the base line. The height of other letters vary according to the various systems, but they are generally three spaces high.

The chief ends to be sought in writing are control of the movements of the hand, the execution of specific forms and their connection into words.

In teaching writing, the teaching should be individual rather than general, for each individual requires a different kind of help, and has his own peculiar faults to overcome. But the blackboard should be used freely to illustrate form, slant, space and arrangement.

Penmanship is an art much used in the successful pursuance of other studies. By penmanship we make outlines of various subjects and permanently record knowledge acquired. Legibility and speed are essential when correlated with other studies.

To encourage effort, samples of writing should be taken often. Some of these should be displayed by pinning them to a piece of black cloth tacked against the wall; others should be sent to the parents.

Sometimes it happens that a pupil does creditable work in the writing exercise, but is careless and slovenly in other written work. To correct the latter, no composition or written work of any kind, should be accepted until it is neat and legible and represents honest effort. The pupil should be made to do the work over again until it represents proper effort and care.

By uniformity in writing, we mean that the same letters should have the same form, slant, and size; that the speed, spacing, and general arrangement, should be uniform.

Care of the eyes, position of body, and cleanliness are **hygienic conditions** to be considered in teaching writing.

Practicing on movement is a very important exercise because movement must become a reflex act and does not depend on technical analysis. The analysis of letters has no value as a teaching exercise.

Interest in writing can be maintained by regularity as to time of recitation and by enthusiasm and preparation on the part of the teacher. It is not essential to successful teaching that the teacher be more than an ordinary penman.

Practice alone will not give satisfactory results in penmanship. The practice must be under the guidance of well laid plans, and every exercise must be adapted to the end in view. Movement, form, slant, and space, must be emphasized in a logical order.

Copy books are not to be desired, as their use limits the amount of practice work, and disregard to movement results from the student's effort to imitate the copy. A set copy hinders that freedom so necessary in all reflex movements. Ruled paper without copies is preferred, if the teacher uses good judgment in presenting his practice work.

Teaching Writing to Beginners.

The manual advises that the primary teacher use large script letters on the blackboard and that the beginner practice on the same style of letters. Short copy such as, man, an, na, nam, anm, should be given and that, as soon as correct position of body, pen, and paper, is taught, the concert drill with counting should be practiced to aid in good movement. The use of printed letters

as an exercise is not recommended. The pen and ink should not be used the first two years. The very best work possible should be required.

Writing for Advanced Pupils.

Movement should receive regular and persistent attention. The short letters should be made by the forearm movement, and the extended letters, by a combination of finger and forearm movements. Every writing exercise should begin with exercises on movement, such as practice on the large oval, tracing, short combinations of short letters, etc. Drill upon the capital letters. During the last two years, page writing, social, and business forms should be emphasized. Always insist on the best that the pupil can do.

The old saying "Practice makes perfect," is but partially true when applied to writing. The right kind of practice leads toward perfection, while practice without regard to position, form, comfort, and freedom of movement, never gets beyond the beginning stage.

If you would become a good penman within one year, get the "Palmer Method of Business Writing" and follow it to the letter. You can get it of the A. N. Palmer Co., New York City.



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